



LEARNING ACTIVITY STATING BEHAVIORAL EXPECTATIONS

MAKING VISUAL REMINDERS

Activity overview:

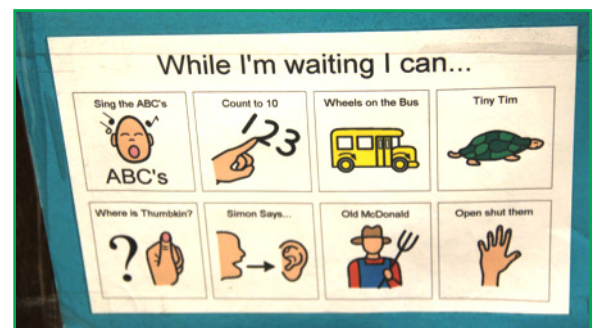
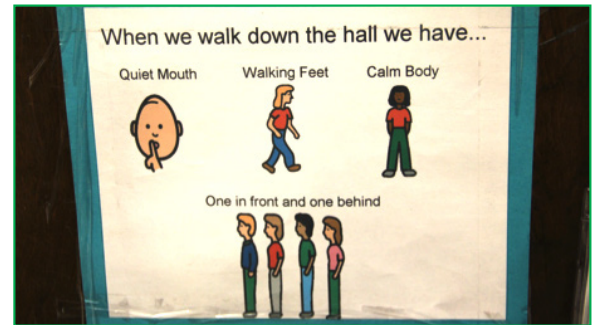
The purpose of this activity is to practice making visual reminders of expected behaviors.

Directions:

Please use the information below when making your visuals.

Questions to consider when making your visuals:

- Will a simpler or more detailed visual help children master a complex activity?
- How does the visual support dual language learners?
- How does the visual support children of varying ability?
- Is the visual for one child or the entire class?
- Does the visual help children:
 - Find things or put things where they belong?
 - Know what will happen next?
 - Know what they should be doing?
 - Interact with others?
 - Communicate thoughts, feelings, and choices?



Helpful hints about visuals:

- As the year progresses, consider switching to larger text and smaller images on visuals.
- By the end of the year, try using text labels only and have children helping create the labels.
- Clearly define the expected behavior.
- Select images reflective of the children in your classroom.
- Make them visually appealing to children.
- Keep it simple.
- Put visuals at the eye level of children.
- Consider putting visuals on Velcro so they can be removed and shown to children up close.

Examples:

<http://depts.washington.edu/hscenter/teacher-tools#certificates>

<http://depts.washington.edu/hscenter/teacher-tools#visual>

<http://www.ccids.umaine.edu/resources/ec/visual-supports/>